

**THE STUDY OF STUDENTS' META-COGNITIVE KNOWLEDGE
TOWARD THEIR SPEAKING COMPETENCE AT SMPN 1 PUJON**

THESIS

**In Partial Fulfillment of the requirements to achieve Master's Degree of English
Language Education**



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August 2019

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Hereby, declare that :

1. The thesis entitled : **THE STUDY OF STUDENTS' META-COGNITIVE KNOWLEDGE TOWARD THEIR SPEAKING COMPETENCE AT SMPN 1 PUJON**

is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.

2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 29 Maret 2019

The Writer,



IKA PUSPITASARI SUMANJUNTAK

MOTTO AND DEDICATION

MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ
وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

---- Surat Al-Mujadalah 11 ----

Life is like riding a bicycle.

To keep your balance, you must keep moving

--- Albert Einstein ---

DEDICATION

Great thanks and love to:

My GOD Allah

My beloved dad and mom

My endless love, those; my husband, son and daughter

My advisors

And all of my friends

For their praying, struggling, loving, advising, caring, suggesting, and motivating
until the end of this thesis. I do expect this thesis make them proud of me.

ACKNOWLEDGEMENT

Alhamdulillah wa syukru lillah, All praises be to Allah, the Almighty, who has given all the best things to the writer to finish this thesis. May peace and solution always be given to Prophet Muhammad Shalallahu 'alaihi wa Sallam, the world's best teacher and role model.

The writer would like to express her greatest gratitude and appreciation to Dr. Hartono, M.Pd as the first advisor and Dr. Sudiran, M.Hum as the second advisor who always give the best guidance, advises, suggestions, and support during thesis completion.

The writer dedicates the special gratitude to her lovely husband, lovely son, lovely daughter in my belly, lovely parents, brothers and sisters, and also the whole big family who always become her big motivators and supporters to finish her postgraduate program. A huge thank is also dedicated to her beloved friends and classmates who become her best friends from the beginning of the class in the last two years. Thank you for every beautiful moments which we share together. May Allah give His blessing to all of you and reward with the goodness and guide you to the right path.

The writer,

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THE STUDY OF STUDENTS' METACOGNITIVE KNOWLEDGE TOWARD THEIR SPEAKING COMPETENCE AT SMPN 1 PUJON

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ABSTRACT

The 2013 curriculum proposed that the students ought to have their own responsibility to handle their own learning. However, creating autonomous students for beginner speaker is not totally easy. Therefore, to enhance an autonomous language student, using metacognitive knowledge through students' learning process can be as alternative solution. This research is intended to describe the category of metacognitive knowledge employed by the students in their speaking activities and the way the students' metacognitive knowledge minimizes the speaking obstacles through their speaking activities.

This research was classified into a descriptive qualitative since it was proposed to describe the data in the form of words. The purposive sampling technique was applied to have the high achiever students of SMPN 1 Pujon as the subjects of this research. Observation checklist and interview guide were used as the instruments to collect the data of this research. Semi structured interview was employed to gather the data from the students.

The findings revealed that the students used the three categories of metacognitive knowledge in their speaking activities, namely person knowledge, task knowledge, and strategic knowledge. Further, the findings also revealed that the role of metacognitive knowledge take a part in learning speaking significantly, namely; (1) the learning facilitator to acknowledge students' own capacity, (2) to deploy appropriate strategy for speaking task, and (3) to enhance their autonomous learning.

Keywords: *Metacognitive Knowledge Categories, Speaking, Speaking Activities, Speaking Obstacles.*

STUDI TENTANG PENGETAHUAN METAKOGNITIF SISWA TERHADAP KOMPETENSI BERBICARA DI SMPN 1 PUJON

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ABSTRAK

Penerapan kurikulum 2013 bertujuan supaya siswa memiliki tanggung jawab dalam menangani proses belajar mereka secara mandiri. Namun, itu bukanlah hal yang mudah, terlebih untuk pembelajaran berbicara. Oleh karena itu, pengaplikasian pengetahuan metakognitif dapat menjadi solusi alternative untuk meningkatkan kemandirian siswa dalam pembelajaran berbicara. Penelitian ini bertujuan untuk mengetahui kategori pengetahuan metakognitif yang digunakan siswa dalam pembelajaran berbicara dan cara mereka pengaplikasikannya untuk meminimalisir hambatan berbicara baik di dalam maupun di luar kelas.

Penelitian ini diklasifikasikan menjadi penelitian deskriptif kualitatif dikarenakan bertujuan untuk mendeskripsikan data dalam bentuk kata. Dalam penentuan sampel, penelitian ini menggunakan purposive sampling dengan siswa SMPN 1 Pujon yang berprestasi dalam bidang speaking sebagai subjek penelitian. Instrumen yang digunakan adalah observasi ceklist dan panduan wawancara guna mengumpulkan data.

Dalam penelitian ini, peneliti menemukan bahwa siswa menggunakan tiga kategori pengetahuan metakognitif dalam aktifitas berbicara mereka, yaitu pengetahuan kemampuan diri, tugas dan strategi. Disamping itu, pengetahuan metakognitif juga berfungsi sebagai fasilitator untuk mengetahui kemampuan diri siswa, menentukan strategi yang sesuai untuk pembelajaran berbicara, dan meningkatkan kemandirian siswa dalam pembelajaran berbicara.

Kata Kunci: *Kategori Pengetahuan Metakognitif, Pembelajaran Speaking, Aktifitas Speaking, dan Hambatan Speaking.*

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INTRODUCTION

Research Background

English speaking skill is an essential skill to be mastered by the EFL students of Junior High School as it is the one of the three other skills which is needed to understand and apply the four types of knowledge, namely factual, procedural, conceptual and metacognitive (Kemdikbud, 2016:12-13). It promotes the efficient communication in which the teachers want students to be able to use language fluently and correctly as much as possible (Imane, 2016). Hence, mastering the art of speaking is the single most important aspect of learning a second or foreign language to carry out a conversation (Fauziati, 2010). It means that the EFL of Junior High School should be able to express their ideas orally based on their level toward educational objectives.

Due to the fact that Indonesian students are regarded as EFL students, they do not use English as a tool for communication in their day-to-day. Thus, most of Indonesian students face some obstacles in practicing speaking regardless of its importance. They might try hard to speak with well-prepared performance and enough knowledge when they ought to do some speaking activities inside or outside of the class. It is supported by Shumin (2002: 204) who stated that EFL students are relatively poor in English speaking in terms of fluency, controlling idiomatic expressions, and understanding pragmatics which are culturally accepted because of the lack of exposure and minimal contact with native speakers.

Nonetheless, recent studies have explored some obstacles in mastering the speaking skill. Aida (2013) stated that the students' speaking problems are inhibition and nothing to say. Similarly, Swary (2014) found many kinds of students' problems in learning English-speaking skill; namely shyness, nervousness, fear of making mistakes, lack of self-confidence, environment factor and mother tongue used dominantly. Also, Nakhlah (2016) revealed that there are some difficulties in speaking among students due to some reasons such as fear of mistake, shyness, anxiety and lack of confidence. Likewise, Riyaz & Mullick (2016) obtained that the students had very less chance to speak in the classroom. There were only few students who would come up and speak in English language and the rest of them would remain quiet during the teaching and learning process. In addition, Azizah

(2016) represented that the students' difficulties in speaking were the students' limited vocabulary, nervousness, and fear of making mistake. Furthermore, Alvin (2017), who done the research on the analysis of the students' problems in speaking skill of Junior High School, her finding showed that the students faced speaking problems; those are face inhibition, nothing to say, low or uneven participation, and mother tongue use.

Therefore, to minimize the obstacles above, the teachers ought to provide many fascinating speaking activities in which students are actively involved to speak up enthusiastically by interacting each other. The students should also be provided with enough opportunity to speak in the language classroom to increase their motivation and interest through speaking practices. In this case, they are stimulated to have an autonomous learning to monitor and evaluate their knowledge needed for their speaking activities. It is supported by Baker and Westrup (2003) who state that the goals of speaking are to give a chance to the students to use the new language they are learning, reinforce and diagnose their strength as well as their weaknesses and lead them to speak fluently without difficulty.

However, creating autonomous students for beginner speakers is not totally easy as what the advanced students are easier to have their independent learning because of their adequate knowledge or better preparation. The advanced students might have an awareness of their own knowledge about certain materials, of addressing the goals of a certain task, and of handling the appropriate strategy used in reaching the task goals (Anderson & Krathwoh, 2001).

To enhance an autonomous language student, metacognitive knowledge can be as an alternative solution. Wended (1998) adopted the three Flavell's categorization of metacognitive knowledge namely: person knowledge, task knowledge, and strategic knowledge to make the language students able to engage in their self-expectancy through their autonomous learning. In line with that, Ismael (2015) noted that metacognitive knowledge is the foundation for independent language learning.

Research Question

Based on the background of the research above, there are two research questions for this research, those are;

1. What category of metacognitive knowledge do the students employ in their speaking activities?
2. How does the students' metacognitive knowledge minimize the speaking obstacles through their speaking activities?

REVIEW OF RELATED LITERATURE

Metacognitive Knowledge

Metacognitive knowledge is defined as a part of long-term memory that contains what students know about learning (Wenden, 2001:45). It is proposed that metacognition plays an important role in many cognitive activities related to language use such as oral communication of information, oral persuasion, oral comprehension, reading comprehension, and writing (Flavell, 1979:906). The instructions of metacognition should be delivered appropriately depends on the students stages in which the teacher taught to reflect on their own thinking. It supported by Lai (2011:2) that the development of metacognition of individual varies as most postulate massive improvements in metacognition during the first 6 years of life. Further, Ismael (2015) suggests that young children are capable of rudimentary forms of metacognitive taught, particularly after the age of three.

Metacognitive knowledge are classified into three categories; those are person, task and strategic knowledge (Flavell, 1979:906-908). Those categories are focuses on the students' belief, the learning task and the process of learning. The development of those three aspects of metacognitive knowledge will enable students to appraise themselves and to select appropriate strategies for improving their performance (Goh & Taib (2006)). Thus, by applying the metacognitive knowledge, students are excited to be confident with learning through their autonomous learning.

The Categorization of Metacognitive Knowledge

Wenden (1998:518-519) adopted the three Flavell's categorization of metacognitive knowledge, namely person knowledge, task knowledge, and strategic knowledge to make the language students able to engage in their self-expectancy through their autonomous learning. The three categories are explained below.

1. Person Knowledge

Person knowledge is general knowledge that students have to acquire human factors that facilitate or inhibit learning (Wenden, 1998:518). It refers to the students' belief about their own capacity in achieving the certain learning goals. Flavell (1979:907) proposed that person knowledge take a part as an important component of metacognition in which consists of one's knowledge about their strength and weaknesses through their cognition and learning. It invites the students to enrich their self-awareness about their own knowledge for certain tasks because different task proposed different knowledge and strategy according to each goals.

2. Task Knowledge

Task knowledge refers to what students know about the purpose of a task and how it will serve their language learning needs, i.e, to improve their writing skills, expand their vocabulary, develop fluency in oral communication (Wenden, 1998:518). It includes information about the task goals, i.e, how to learn in general, how to go about doing a particular task, and the knowledge and skills needed to do so. Flavell (1979:907) remarked that different cognitive tasks may require different cognitive strategies and make differential demands on the cognitive process. This knowledge reflects on what general strategies to use and how to use them which needed to be develop through different learning and thinking strategies.

3. Strategic Knowledge

Strategic knowledge refers to general knowledge about what strategies are, why they are useful, and specific knowledge about when and how to use them (Wenden, 1998:519). In this knowledge, students are acknowledging the most effective strategy for achieving the goals in different tasks. For instance, they realize that identifying the main point of a new concept and rephrasing it leads to effective learning.

The Way of Students' Metacognitive Knowledge Minimize the Speaking Obstacles

Metacognitive knowledge categories can play an important role in student learning in which each category linked to how students will learn and perform in the classroom (Pintrich, 2002). In terms of learning, person knowledge can be either an important facilitator or constraint. Students who know their own strengths and weaknesses can adjust their own cognition and thinking to be more adaptive to diverse tasks and, thus, facilitate learning. On the other hand, students who lack knowledge of their own strengths and weaknesses will be less likely to adapt to different situation and regulate their own learning. In line with that, Taheryan (2012) noted that without metacognitive knowledge, students aren't able to decide the appropriate way to approach certain task because of the don't acknowledge their own strengths and weaknesses.

In terms of learning speaking, metacognitive knowledge plays its roles to deploy the appropriate strategy for certain speaking task (Taheryan, 2012). Students with high metacognitive knowledge are able to process and store new information they learned, finding the best way to practice and reinforce what they have learned. Those roles give an opportunity for them to pay attention to what useful for improving their speaking skill. They are capable to use their strengths to compensate their weaknesses by handling the right strategy for their task.

In addition, the role of metacognitive knowledge is also to enhance students' autonomous learning that will help them to gain some improvement in language oral proficiency (Ismael, 2015) as what proposed by the 2013 curricula. The autonomous learning refers to the attitude toward learning in which the students undertaken their own responsibility for their learning. Becoming autonomous learner, students will take in hand their self-conscious about what to do and how to undertake the proper action to improve their own learning which engender language success.

In sum, the roles of metacognitive knowledge take a part in learning speaking significantly as the learning facilitator to acknowledge students' own strengths and weaknesses, to deploy appropriate strategy for certain speaking task, and to enhance students' autonomous learning in learning speaking skill.

Previous Studies about Metacognitive Knowledge and Speaking

Considering writing and speaking skills as productive skills, there were a lot of studies linking the metacognitive knowledge and writing, but there were few empirical studies that explored the metacognitive knowledge through learning speaking. Taheryan (2012) investigated the relationship between linguistic knowledge, metacognitive knowledge and metacognitive strategy in speaking proficiency used by Iranian EFL students. His findings revealed that metacognitive knowledge was the strongest predictor ($\beta = .40$, $t(92) = 3.88$, $p < .05$) of speaking proficiency among the other component variables (p. 68). Zhang and Goh (2006) explored the relationship between metacognitive knowledge and the learning of speaking. They argued that students improve their speaking skills when they have enough metacognitive knowledge. Ismael (2015) studied about the role of metacognitive knowledge to enhance students' autonomy in speaking. He stated that the development of metacognitive knowledge improves the ability in speaking. Thus, it proved that the metacognitive knowledge needed to engaging students' autonomy in order to make them able to regulate their learning by finding the best ways to practice and reinforce what they have learnt.

The Speaking Activities

Referring that speaking is a productive skill, teachers ought to provide students many fascinating activities to invite them to speak up. They should take into account students' interest and need. Students should take part in oral activities to exchange spontaneously their thought in second language speaking (Derakhshan et al., 2015). Likewise, "teachers should use many English-speaking activities to motivate students to research and speak in English, and they should increase learning classroom environment" (Oradee, 2012). Students should join the speaking activities to invite the other students actively take a part in practicing their speaking; therefore, they are aware of their ability and intelligence (Celce-Murica, 2001).

Moreover, Baker and Westrup (2003) also put forward the reasons to practice speaking with certain activities; that is to give chance to the students to use the new language they are learning, to reinforce the learning of new vocabulary,

grammar or functional language and to give chance to them to practice their stored language knowledge in different situations and different topics.

According to Harmer (2007: 348-353), there are six categories of speaking activities, those are; acting from script (acting out dialogues), communication games (information-gap-games), discussion (instant comments), prepared talks, questionnaire, and role-play. In this research, the five high achiever students applied the five speaking activities, namely; acting out dialogue, information gap games, instant comments, questionnaire, and role-play.

Speaking Obstacles

Speaking practices become an important part of English lesson in schools today. However, to make the students speak the target language is not always easy and there can be several obstacles appear while performing the speech. Speaking obstacles that are commonly observed in the language classroom are related to individual learners' personality and attitude toward learning process and learning speaking in particular (Aleksandrak, 2017). The speaking obstacles can be defined as follows:

1. Inhibition – fear of making mistakes, lack of self-confidence, shyness, nervousness.
2. Nothing to say – learners have problems with finding motives to speak, formulating opinions or relevant comments.
3. Low or uneven participations – often caused by the tendency of some learners to dominate in the group or more caused by teacher dominate the learning process.
4. Mother-tongue use – particularly common in less disciplined or less motivated classes, learners find it easier or more natural to express themselves in their native language.

RESEARCH METHOD

Research Design

To answer the research questions, the descriptive qualitative method was used in this research. The researcher gathered the data from someone's real life situations without any experimental treatment. This goes in line with Sandelowski

(2000) who stated that the qualitative data are taken naturally from the naturalistic phenomena and examine them in their natural state. Furthermore, Ary et al (2010: 443) remarked that the data for qualitative research are in the form of words, rather than numbers and statistics.

Research Settings and Subject

This research was conducted at JHS with regard to the innovation of 2013 curriculum. Based on the curriculum, the students of JHS are demanded to catch their metacognitive knowledge and apply it through their learning process (Kemdikbud, 2016). She chose SMPN 1 Pujon with consideration on their better English UN Score and Oral English Competition achievement; storytelling and public speaking compared with the other JHS surrounding their area (Sub Rayon).

In this research, the researcher used purposive sampling because she chose the subjects based on certain criteria. The five high achiever students were selected as the subjects of this research. They were the students who had the highest speaking score, who showed their interest in English speaking activities and who were always accepted the teachers challenge to performed their speech.

Data Collection

Research Data and Data Sources

Based on the statement of problems, the data of this research were; the categories of MK applied by the high achiever students and the way the students' metacognitive knowledge minimize their speaking obstacles through their speaking activities. The data were taken form the five high achiever students from SMPN 1 Pujon.

Research Techniques and Instruments

In this research, the observations were conducted to know the speaking competence of the five high achiever students through their speaking activities. The researcher used an observation checklist to address the students' speaking competence in their speaking activities which adopted from Collier (2016:7-11). Furthermore, she used the observation checklist and video recording as the instrument to collect the data.

Hence, the interview technique was applied in this research to clarify and complete the data which have been gained through the observation. The researcher used semi-structured interview to gather the in-depth information about the use of MK and the way the students' metacognitive knowledge minimize the speaking obstacles through their speaking activities which support their speaking competence. The researcher adopted the interview guide from Marulis et al (2016). As the result of the interview guide, the data were in the form of descriptions or statements which was obtained from the interview with the five high achiever students.

Steps in Data Collection

In this section, several activities had done in order to gather the information related to the statement of the problems. There are some steps followed by the researcher in collecting the data, those are; (1) Observing the teaching and learning process, (2) Recording the teaching and learning process, and (3) Interviewing the students to get in-depth information about the roles of MK in minimizing the speaking obstacles through their speaking activities.

Data Analysis

In this research, the researcher organized the result of the data collection to answer the statement of the problem, those are; (1) Transcribing the results of interview into a text, (2) Coding the categories of MK based on Wenden (2001), (3) Classifying the roles of MK and selecting the appropriate data, (4) Describing the roles of metacognitive knowledge used by the high achiever students, and (5) drawing the conclusion.

RESEARCH FINDINGS AND DISCUSSIONS

RESEARCH FINDINGS

1. The Category of Metacognitive Knowledge Employed by the Students in Their Speaking Activities

Based on the results of the data analysis from interview, it was found that the high achiever students performed their speaking competently on each five speaking activities; *role-play*, *information-gaps games*, *instant comments*, *questionnaire* and *acting out dialogue*, regarded on their level as the foreign English

language students. In their speaking activities, all of them used the three categories of metacognitive knowledge, namely *person knowledge*, *task knowledge* and *strategic knowledge* as proposed by Wenden (1998). The detail findings of each metacognitive knowledge category are presented in the following sections.

1.1 Person Knowledge

The finding of this research showed that the students were engaged in their person knowledge on their speaking activities. There were three indicators of person knowledge found in this research.

The first indicator was ***the understanding of students' own intellectual strength and weaknesses***. It indicated that students were capable of addressing their own capacity in speaking activity. Depending on the students' own strengths in speaking skill, it was found that they acknowledged certain strengths that induced their good speaking performance, such as *feeling confidence, translating the texts, reading an English text/lyric, making an outline, a simple topic to be learned and well-known language to be used*.

In addition, it was also found that the students were addressing their own weaknesses in certain speaking activities. *The difficulty to understand the dialogue, being less confident, having many pauses through their speaking, and feeling nervous* appeared as their weaknesses to perform their speaking.

The second indicator of person knowledge was ***apprehending the personal awareness about the most important information to learn***. For this indicator, the researcher found that the students were cognizant the compulsory things that they learned through their speaking activities. Having a good expression, using appropriate words and keeping the conversation going on were the most important things to learn for having a conversation with other people.

The last indicator of person knowledge was ***the students' self-awareness about how well they were capable of controlling their own learning***. It means that the students were able to know the way to control and monitor their own speaking performance. Most of them asked their friends' opinions who paid attention to their performance about their speaking performance. And, some of them asked their teacher to evaluate their speaking performance.

1.2 Task Knowledge

The finding of this research showed that the students were engaged in their task knowledge in their speaking activities. There were three indicators of task knowledge found in this research.

The first indicator was *the students' understanding about the task goals*. The students understood that enriching vocabularies, improving speaking skill correctly, fluently and confidently, and improving writing skill to compose good sentences were the teacher's expectation and the task goals for speaking activities.

The second indicator was *the students' capability of addressing the level of difficulty of the topic to be learned*. Based on the research finding, the students realized that the familiar topic that was correlated to their daily life became their booster to learn more about the topic because it was easy to understand. For instance, having a role-play activity as the receptionist and customer for hotel reservation in which each student as an actor played their role by having a phone dialogue. It denoted that the students were eager to learn if the topic was attractive for them.

The last indicator of task knowledge was *the students' ability to use their intellectual strengths to compensate their weaknesses in certain speaking activities*. It was found that the students recognized the way to decrease their weaknesses covered by their strengths, such as composing their own story to be performed and practicing before they performed as their strength to decrease their weaknesses; that is the difficulty to speak with unfamiliar vocabulary.

1.3 Strategic Knowledge

Based on the research findings, it was found two indicators of strategic knowledge employed by the students in their speaking activities, namely *the students knew about the strategies used, and the reason of the benefit of each strategies*.

Regarding on the interview results, it denoted that *the students were aware about the strategies applied in their task*, such as saying the words repeatedly as the mnemonic strategy for memory.

Moreover, the findings also showed that *the students realized about the reason of the benefit of each strategy used in their speaking activity*. To have a good performance, they translated unfamiliar words, memorize texts/words, looked

for how to pronounce certain words, paraphrasing or outlining the texts, created their own story and practiced before performing.

2. The Way the Students' Metacognitive Knowledge Minimize Their Speaking Obstacles through Speaking Activities

2.1 Facilitating the students in knowing their own strengths and weaknesses in learning speaking

Based on the research findings, the researcher detected that person knowledge appears as an important facilitator for the students to acquire any new knowledge come up through their speaking tasks. This person knowledge refers to the students' awareness about their own strengths and weaknesses through their speaking activities. Those indicated that students who were aware about their own capacity on speaking skill were able to descry a suitable manner to minimize any speaking obstacles beyond each factor that caused the obstacles to appear. They were also easy to adapt in a diverse speaking task and able to decide the appropriate way to reach the goals in speaking activities.

2.2 Deploying the appropriate strategy for speaking activities

The findings of this research revealed that the students understand that the task's objectives asked them to answer the teacher's question and describing the picture appropriately, therefore, they understand and memorize all of the sentences in order to reduce wrong answer and fault description.

Further, it also found that the students aware that they were difficult to tell a story that being composed by another writer, then they cope those weaknesses by their strengths, such as writing their own story and always practicing speaking to make the task easier.

2.3 Enhancing the students' autonomous learning for speaking skill

Referring to the current research findings, the students were affordable to comprehend the proper action enrich a good speaking performance, such as reading an English text, translating the new words, understanding the text, practicing how to pronounce the words correctly, performing speaking with own words, creating own story and making an outline. Hence, the students used a mnemonic strategy such as

saying certain words repeatedly to memorize the new words and catching the correct pronunciation.

RESEARCH DISCUSSION

For the Person knowledge as the first metacognitive knowledge category, the findings revealed that the understanding own capacity both strengths and weaknesses become the students' booster to learn English especially speaking skill. As what Flavell (1979) proposed that person knowledge take a part as an important component of metacognition in which consists of one's knowledge about their strength and weaknesses through their cognition and learning. It meant that the students comprehended their own capacity for achieving the task goals or more for seized their teachers' expectation regarding on each task. It conferred them to organize the most important information to learn. Moreover, they capable to control their own learning. It supported by Baker and Westrup (2003) who stated that the objectives of speaking activities are to give a chance to the students to actively involved in the activities and reinforce or diagnose their strength as well as their weaknesses.

The next category of metacognitive knowledge found in this research was task knowledge. The findings exposed that the students were able to understanding about the task goals, addressing the level of difficulty of the topic to be learned and using their intellectual strengths to compensate their weaknesses in certain speaking activities. As stated by Wenden (1998) that task knowledge encourage the students to comprehend about the task purpose, the way to learn the task, the level of task difficulty and more about the kind of skill or knowledge needed to rich the task objectives. In line with that, Anderson & Krathwoh (2001) stated that the advanced students might have an awareness of the task's goals.

The strategic knowledge was the third metacognitive knowledge category. For this category, the findings explored that the students were aware about the strategies applied in their task and realize about the benefit of each strategy used in their speaking activity. It evinced that they already affordable to handle their learning constraint independently. It refers to Wenden (1998) who remarked that strategic knowledge consists of general knowledge about what strategies are, why they are

useful, and specific knowledge about when and how to use them. Further, Goh & Taib (2006) found that metacognitive knowledge enable students to appraise themselves and to select appropriate strategies for improving their speaking performance.

Regarding to the role of metacognitive knowledge in learning speaking, the findings of this research supposed to minimize some speaking obstacles. As found by Pintrich (2002) and Taheryan (2012) that students with enough metacognitive knowledge were capable to address their own strengths and weaknesses. They use their strengths to compensate their weaknesses, which meant that they were able to handle their learning obstacles.

Hence, the findings of this research also revealed that the high achiever students had an adequate metacognitive knowledge to take their cognitive process in hand, specifically on speaking skill. They were addressed the appropriate strategy depended on each speaking activities. As what found by Taheryan (2012) that students' metacognitive knowledge take a part as an important roles to deploy the appropriate strategy in students' learning. It indicated that they were predicted as the autonomous students who capable to have their independent learning regarding on their adequate knowledge to monitor and evaluate their own knowledge needed for speaking activities. It was in line with Ismael (2015) who found that the role of metacognitive knowledge is to enhance students' autonomous learning.

Concerning on the relation of metacognitive knowledge and speaking, those findings were linked to the previous studies from Taheryan (2012) and Zhang and Goh (2006). Taheryan (2012) found that metacognitive knowledge was the strongest predictor ($\beta = .40$, $t(92) = 3.88$, $p < .05$) of speaking proficiency among the other component variables (linguistic knowledge and metacognitive strategies), whereas Zhang and Goh (2006) argued that Students improve their speaking skills when they have enough metacognitive knowledge.

Despite on the similarities among the current findings with the previous findings, the new findings also emerged from this research. From the interview results, this research exposed that students' metacognitive knowledge provided the solutions to minimize the speaking obstacles in which can't be found from the previous research regarding on the relation between metacognitive knowledge and

speaking. Aida (2013) and Alvin (2017) found that the students' speaking problems were inhibition and nothing to say. Those problems could be covered by making an outline and composing a text themselves as what have done by the subjects of this research. Furthermore, reading an English texts/lyrics, practicing before performing a speaking activity and memorizing the text ought to be an alternative strategies to coped with the speaking problems, such as; limited vocabulary, shyness, nervousness, anxiety, and lack of self-confidence which found by Nakhalah (2016), Azizah (2016), and Alvin (2017).

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the research findings and discussion presented in the previous chapter, it can be concluded that the five high achiever students employed all the three metacognitive knowledge categories, namely; person knowledge, task knowledge and strategic knowledge.

Dealing with the students' metacognitive knowledge, they believed in their own ability to achieve learning goals (Person knowledge). They also recognized the information about the task demand, the way to learn a particular task, the level of task difficulties, and the skill/knowledge needed to achieve to task goals (Task knowledge). Further, they apprehended the strategies used in their task, when and how to use those strategies (Strategic knowledge).

Furthermore, the students' metacognitive knowledge take a part in learning speaking significantly as the learning facilitator to acknowledge students' own strengths and weaknesses, to deploy appropriate strategy for certain task, and to enhance students' autonomous learning. Those, with enough metacognitive knowledge, students are able to handle any obstacles appears in their learning independently.

Suggestions

Firstly, the English teachers as the instructor for teaching and learning, need to provide many fascinating speaking activities with the familiar topic for the students in order to invite them to actively get involved in the speaking activities. They should explore the aim of each task or activity with regard that the students will

consider the appropriate strategies to be used to attain the task goals. Furthermore, the English teachers have to prepare their teaching materials by considering the students' level, expectation and necessities to learn English speaking.

In addition, for further researchers who are interested in conducting the same area of research, it is suggested that they broaden the participants of the research in order to have more exploration on the way they apply the categories of metacognitive knowledge.



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